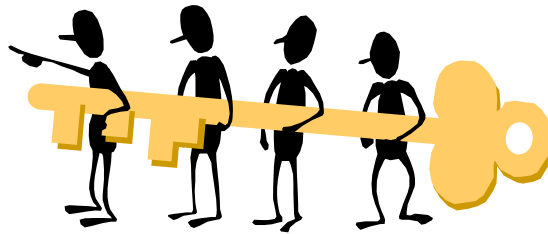


C.N.L.P PRESENTS

ORIENTATION TO THE TRAINING FUNCTION

A Handbook for the New State Trainer



May 2006

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I. INTRODUCTION

PURPOSE

It is the policy of the State to assure quality service to the public by developing the skills and abilities of its employees through training activities. Such training shall be economical, effective, and consistent with the interests of the public, the State and individual employees. These interests are served by having competent employees capable of maintaining productivity, able to adjust to changes in service requirements, and prepared to assume increased responsibilities.

STANDARDS

The State sponsors employee training activities that:

- Improve State employee's skills, knowledge, and abilities required to perform their jobs.
- Encourage and facilitate achievement of employee upward mobility.
- Promote efficiency and a quality level of service to the public.

CATEGORIES OF TRAINING

State training activities are categorized as follows:

1. *JOB REQUIRED.* Job required training is designed to assure adequate performance in a current assignment. This includes orientation training, training made necessary by new assignments or new technology, refresher training for the maintenance of ongoing programs, safety training, and training mandated by law or other State authority.
2. *JOB RELATED.* Job related training is designed to increase job proficiency or improve performance above the acceptable level of competency established for a specific job assignment. This includes training which relates to the duties of an employee's present position, but not future positions or classifications
3. *UPWARD MOBILITY.* Upward mobility training is designed to provide equal career movement opportunities for employees within designated upward mobility classifications and/or job categories. It includes training to facilitate movement of employees from designated classifications or job categories into other classifications with increased career opportunities.
4. *CAREER RELATED.* Career related training is designed to assist in the development of career potential and is intended to help provide an opportunity for self-development while also assisting in the achievement of a department's or the State's mission. Career related training may be unrelated to a current job assignment. A typical example of this type of training would be a college course or the pursuit of a non-job related advanced degree.



TYPES OF TRAINING

State training activities are defined as either INSERVICE or OUTSERVICE training.

INSERVICE TRAINING is sponsored and administered by the State for employees of the State, wherein the State maintains a high degree of control over course content. Such training includes courses or activities:

- Designed and administered by State departments individually or in joint State departments,
- Or contracted exclusively for the State through private consultants or firms, regional training centers, accredited college or universities, or other non-State agencies.

OUTSERVICE TRAINING is presented by a non-State agency, is open to the public as well as persons employed by the State; and sponsoring agencies rather than the State maintain control over the course content. Such training includes courses or activities:

- Offered through accredited colleges or universities;
- A regional training center
- Conducted by private consultants or firms or other non-State agencies.

RESOURCE ALLOCATION

Resources for meeting departmental training needs shall be allocated in the following priority order:

1. Job Required
2. Job Related
3. Upward Mobility
4. Career Related

The departmental training budget is based on training needs identified in the department's approved training plan. Although resources are to be allocated in priority order, the intent is that all priorities should be funded. The priorities apply to both in-service and out service training.



II. ROLES AND RESPONSIBILITIES

The responsibility for developing the State's human resources is shared by the departments, the State employees, and the Department of Personnel Administration (DPA).

Departments

Departments are responsible for developing their employees and managing their financial resources for training. Additionally, they are responsible for following bargaining unit agreements and DPA training regulations as well as the laws which affect training.

Each department will:

- Establish an internal training policy consistent with DPA regulations.
- Develop an annual training plan which may be subject to review by DPA.
- Administer the departmental training program.
- Install and maintain a career development program for all interested employees so that the department and the employee can plan for the employee's future in State service.
- Participate in interdepartmental training where such activity is determined to be effective, efficient, and economical.
- Conduct training course evaluations periodically and evaluate the department's overall training program at least annually and maintain evaluation records for review by DPA.
- Keep employees informed of training activities and sources available for meeting the department's needs and its upward mobility goals and timetables.

Employees

Each employee shall participate in required training assigned by the department. In addition, it is up to each employee to:

- Seek training opportunities to improve his/her performance on the job.
- Initiate his/her own career development plan and follow through with planned activities.



Department of Personnel Administration (DPA)

Training Leadership - DPA shall:

- Maintain a statewide training policy and training regulations under the California Administrative Code, Title 2, so that the State's training program is administered efficiently, effectively, and economically.
- Provide guidelines for departments to assist them in implementing and complying with the provisions of the State Training Policy, training regulations, and training legislations.
- Evaluate each department's training program periodically to assess its efficiency and effectiveness and to assure its conformance with the State Training Policy.
- Assist departments in their efforts to identify and develop common areas of training in which interdepartmental training may be efficient, effective and economical.
- Assist departments upon request, in interpreting guidelines.
- In conjunction with departments, develop standards of performance for trainers in State service.



III. TRAINING PLAN

Each department will prepare an annual training plan to be used in planning, implementing, and evaluating its total training program as to effectiveness, efficiency, and economy. Training plans may be subject to review by DPA.

The training plan is a tool through which supervisors may:

1. Identify organizational problems or goals that should be resolved or accomplished through training.
2. Identify appropriate training methods to assure program efficiency.
3. Identify training target populations to be serviced by training programs.
4. Estimate training program costs, including personnel operations, and out-of-pocket costs.
5. Establish criteria for evaluating training programs.



IV. TRAINING EVALUATIONS

Departments will evaluate their training programs to determine if training in State service is efficient, economical, effective, and consistent with the interests of the public, the State, and individual employees.

- Departmental training needs will be stated in terms of performance objectives and content of courses shall support the objectives.
- Participants will meet the specification of the target group for whom the course was designed.

Departments will develop an evaluation process consistent with the guidelines for training evaluation and may be required to report their findings annually to DPA. Each department shall evaluate its training program and training activities to ensure that:

- Planned training activities are meeting the needs of the organization and its employees.
- Training activities offered are meeting departments' identified objectives for training.
- Training resources are effectively utilized.
- Training resources are allocated appropriately to meet the needs of the organization.



V. STATEWIDE TRAINING REQUIREMENTS

The Department of Personnel Administration (DPA) requires the following, with respect to training, from departments:

- Follow the training provisions in the memorandums of understanding (also called MOUs or bargaining unit agreements),
- Provide supervisory training to new supervisors within the term of their probation or one year of appointment (Government Code Section 1999 5.4),
 - Supervisors are also required by law to take Sexual Harassment Training every 2 years. (Government Code 12950.1)
- Prepare a training policy (DPA Regulation 599.818),
- Establish a training plan (DPA Regulation 599.819),
- Evaluate individual training courses (DPA Regulation 599.821),
- If out service training is authorized, it will be (1) of direct value to the State, (2) relevant to the employee's career development in State service, and (3) limited to providing knowledge or skills that cannot be provided through available in-service training (Government Code Section 19995.1),
- Departments will evaluate their total training program (DPA Regulation 599.821)

Departments other than DPA also have legislative or procedural mandates which affect training.

California State Personnel Board (www.spb.ca.gov) – SPB is responsible for upward mobility activities. Government Code Section 19494 requires that departments will, to the maximum extent possible, provide upward mobility training opportunities.

Department of General Services (www.dgs.ca.gov) – DGS has established requirements for defensive driver training [State Administrative Manual (SAM) 0750.1]; records management training (SAM 1610); contract and materials training (Public Contract Code Section 10310.5).



VI. GUIDELINES FOR A DEPARTMENTAL TRAINING POLICY

Goals

A department's training policy is a broad statement of the department's commitment to the training and development (*The term "training and development" as used throughout this document refers to training and development activities in general, rather than the specific Training and Development Assignments.*) The following are critical points to include in the policy.

The policy will indicate the department's intention to:

- Align training and development activities with the organization's strategic goals and objectives
- Identify how resources will be allocated according to identified needs and specified training categories
- Designate an organizational structure and responsibilities to implement training
- Provide cost-effective training and development programs
- Provide training and development as required by legislation, appropriate control agencies, or other mandate and if required their accompanying reports
- Inform employees about how training services may be requested and the approval and reimbursement process used
- Provide access to employees for appropriate training and development services.
- Specify the amount of payment and release time allowed for training.
- Use qualified instructors to conduct training
- Evaluate the effectiveness of training and development programs
- Maintain records on all training and development delivered to employees
- Maintain a career development program for all interested employees
- Address the application of training called for in relevant Memoranda of Understanding



References/Authority

The authority and direction for training and development should be included and cite such items as:

DPA Regulations 599.815 through 599.821 (California Administrative Code, Title 2, Chapter 3, Subchapter 1, Article 17).

Government Code sections 19400-19406, 19995-19995.4



VII. GUIDELINES FOR A DEPARTMENTAL TRAINING PLAN

PURPOSE

The purpose of a training plan is to provide a means for departments to identify organizational and individual needs and, at the same time, create a uniform approach on a statewide basis for planning and conducting a training and development program. A departmental training plan is a work plan for the delivery of training services. It is developed by examining data from every level of the organization including:

1. Strategic objectives and identified business needs,
2. Analysis of employee performance relative to required duties,
3. Cross training and succession planning, and
4. Identified opportunities for growth and development.

ELEMENTS

At each level of the organization, objectives will help focus on desired outcomes and relevant activities. Analysis and comparison of required performance, knowledge and skills with *actual* or *observed* performance, knowledge and skills will result in the identification of possible training objectives. This is the essence of needs assessment. The training plan may be broad or specific in its scope. Whichever approach you choose, your department training plan should identify, the:

- Business need being addressed through training (or)
- Relevant strategic objective from your strategic plan (or)
- Law or other mandate requiring the training activity
- Category (i.e. job-required, job-related, etc.) for each objective
- Topic of training (name) and desired performance outcomes (level)
- Number and description of the target population (by training category)
- Training methods appropriate to the topic, the audience and the desired outcomes
- Resources to be used to deliver the training service, including an estimate of cost and the duration (hours) of training by category
- Evaluation criteria to be used to measure whether identified needs were satisfied, goals were met, etc.



VIII. GUIDELINES FOR EVALUATION OF TRAINING COURSES

Guidelines for course evaluation are provided so departments may establish their own evaluation process. They are to be viewed as a starting point for departments to identify and develop the methods they will use to evaluate training courses, and to identify and include in the methods the minimum areas they will measure.

Departments should establish criteria for evaluating the efficiency and effectiveness of training programs to:

- Determine if training activities are meeting the needs of the organization and its employees
 - Number of skills and amount of knowledge learned
 - Application of the skills and knowledge on the job
- Determine that training resources are properly allocated
- Ensure that the course content supports the course objectives
- Provide a means for determining Return-On-Investment (ROI)

There are five levels of evaluation that may be performed on training and development programs. Departments need to be aware of the distinction between the levels and the value of performing evaluations at each level.

Level 1 -Employee Satisfaction

Did the participant enjoy the presentation? Did the instructor provide a stimulating and engaging learning experience? This level of evaluation is often referred to as a "smile sheet." It should not be trivialized, however, as training activities which are not engaging and enjoyable are not likely to be well-attended.

The course presentation evaluation method (personal observation, oral feedback, check list, discussion and/or questionnaire) measures the quality and relevance of handouts; quality and relevance of audio/visual aids', adequacy of the facilities, adequacy of course length, relevance of course objectives, subject-matter knowledge of the instructor, effectiveness of instructor techniques, effectiveness of the platform skills of the instructor, and adequacy of test instruments.

Level 2 - Employee Learning

Did learning occur? Did the participant come away with the skill or knowledge that was identified in the course objectives? A pre- and post-test (oral, written and/or performance tests) is the most common way of determining if learning occurred.

Level 3 - Employee Application

Did the employee apply the new learning back on the job? If not, it is important to determine why not. Presuming a successful evaluation at Level 2 (learning DID



occur), identify any factors that significantly contribute to the employee not applying what was learned (e.g., lack of necessary resources, obstacles, conflicts, systemic dysfunction, non-performance is being rewarded, etc.) An honest examination of these factors is essential to organizational health. Methods to measure learning might include a questionnaire, interview, records, performance, observation and/or tests.

Level 4 - Contribution to Business Need

When the employee applied what was learned, was there a contribution to the identified business need? Were work methods improved? Did the new skills result in increased production? Reduced cost? Saved time? Improved services? Improved morale? Improved capability to meet future demands? Of course, the only way to know if there were improvements is to have measured the time, service, morale, and capability before the training occurred and to measure it again afterward.

Level 5 - Return on Investment

Was the training activity worth doing? Did your organization recover something of value compared to the costs of providing the training? This is determined by identifying all the costs in providing the training (development, delivery, materials, staff time for trainers, staff time for support, staff time for participants, purchase of services, etc.) and comparing them with dollar values assigned to improvements (i.e., the value of increased production, the amount of cost savings, dollar value of time saved, improved service level, or an increase in capability to meet future demands). To be considered significant, the value returned should be at least 1.4 times the value invested.



IX. GUIDELINES FOR SUPERVISORY TRAINING

PURPOSE

On 1 July 1983, Government Code Section 19995.4 became effective which requires State departments to provide 80 hours of supervisory training to all employees appointed to designated supervisor positions on or after 1 January, 1984.

The purpose of this training is to ensure that new supervisors have the necessary skills and knowledge to enable them to perform in their vital role, and that the training occurs early in the employee's supervisory career.

These guidelines are provided to assist departments in implementing the law, while providing the flexibility to provide this training within existing organizational structure and fiscal resources.

RESPONSIBILITY

DPA has the responsibility to:

- Provide guidelines for departments to assist them in implementing this training for designated supervisors.
- Provide consultation to departments when requested.
- Audit each department's supervisory training activities periodically to assure conformance with existing relevant Government Code sections and State Training Policy.

Each department has the responsibility to:

- Develop and implement internal policy to ensure that each newly designated supervisor receives the required training.
- Provide training consistent with Government Code sections and Department of Personnel Administration policies and guidelines.
- Select qualified instructors if doing in house training
- Monitor and evaluate supervisory training programs to assure that the purposes of the legislation are met.
- Collect information on training given to newly appointed designated supervisors.



DEFINITIONS

Designated Supervisory Position - A classification designated as "supervisor" under the definition of the State Employer-Employee Relations Act (SEERA), (Government Code 3522.1)

Training Content - The 80 hours of training provided by departments shall consist of techniques of supervision and management, the role of supervision, planning, organizing, staffing and controlling, performance standards, performance appraisal, affirmative action, discipline, labor relations, grievances and sexual harassment prevention. (Other subjects may be offered in addition to these topics, but must be in addition to the required 80 hours).

Structured Training - Structured training is generally in a classroom setting, with a formal leader's guide (lesson plan) containing objectives, content, process, and time allotted. The qualified instructor may provide training which includes, but is not limited to, methods such as lecture; role playing; programmed, computer-assisted, and/or criterion referenced instruction.

On-The-Job Training (OJT) - OJT is a complement (practical application) of structured training. OJT is planned and conducted by a qualified higher level supervisor or manager, usually at the work site. Methods may include the use of problems or situations in which an actual work product is involved.

If OJT is provided, departments are encouraged to plan it as an integral part of the overall development, giving the supervisor the opportunity to apply the knowledge and skill acquired in the structured (classroom) training.

Qualified Higher Level Supervisor or Manager. Departments are encouraged to set standards to determine what constitutes a "qualified higher level supervisor or manager", and to provide the development and resources necessary to enable the supervisor or manager to deliver effective OJT.

Training Hours - Departments shall provide a minimum of 80 hours of training.

- No more than 40 hours of this training may be provided by on-the-job training.
- If on-the-job training is provided, it must be completed within six months of the new supervisor's appointment date.
- The balance, which is not provided by on-the-job training, shall be structured training.
- The structured training, which is provided, must be completed within the new supervisor's probationary period.

**DOCUMENTATION**

Training records should be maintained by departments on all designated supervisors appointed on or after January 1, 1984. These records should contain evidence of compliance with the law.

GOVERNMENT CODE SECTIONS ON TRAINING

Note: Use the following guidelines in interpreting the Government Code and other rules and regulations regarding training.

Appointing Power	your department
Department	Department of Personnel Administration
May/Can	is permissive
Shall/Will	is mandatory



**APPENDIX
OF
USEFUL
INFORMATION**



Adult Learning Concepts

What Do We Know about Adults as Learners?

1. Adults have a need to know why they should learn something. One of the first tasks for the adult educator is to develop a "need to know" in the learners - - to make a case for the value in their life performance of their learning what we have to offer.
2. Adults have a deep need to be self-directing. Adults have a deep psychological need to be seen and treated by others as being capable of taking responsibility for ourselves. This sometimes creates a special problem when an adult enters a program labeled "training" or "education" and suddenly regresses to a dependency role, sits back, folds their arms, and says, "Teach me." It is a great temptation to start teaching them as if they were children. Adult educators have developed strategies for helping adults make a quick transition from seeing themselves as dependent learners to seeing themselves as self-directed learners.
3. Adults have a greater amount and a different quality of experience than youth. This greater reservoir of experience affects learning in several ways:
 - The experience of adults is itself a rich resource for many kinds of learning. Certain methods of adult education make greater use of experiential learning, such as discussion methods, problem-solving exercises, simulation exercises, and field experiences.
 - Adults have a broader base of experience to which to attach new ideas and skills. The more explicit the relationship between the old and the new (through discussion and reflection), the deeper and more permanent the learning will be.
 - A group of adults will have a wider range of differences in background, interests, ability, and learning styles than any group of youth. More emphasis may be placed on individualized learning in its various forms.
 - Greater experience sometimes has negative consequences due to habits of thought, biases, and presuppositions which cause the adult learner to be less open to new ideas. The adult educator needs to be prepared to deal with the reaction, "It won't work. We tried that five years ago and it didn't work then." An adult's experience is who he or she is. If their experience is not respected and valued, it is likely to be interpreted as a rejection of them as persons, not just a rejection of their experience. This is especially characteristic of undereducated adults.
4. Adults become ready to learn when they experience in their life situation "a need to know" or "be able to do" in order to perform more effectively. This is contrary to the pedagogical model (teaching of children) that people



become ready to learn because an authority figure tells them it will be good for them or demands it. Adults experience "being told" as infringing on their "adulthood" - - their need to be self directing, and tend to react with resentment, defensiveness, and resistance. Adults learn best when they choose voluntarily to make a commitment to learn. In the business world, reality indicates that there is often employer-required training where attendance is compulsory. If this is the case, it may be helpful to simply acknowledge the fact with regret since it tends to get in the way of learning. However, since there is nothing that either the educator or the adult learner can do about it, simply ask for acceptance and say, "Let's have an enjoyable and profitable time together anyhow, shall we?" By involving them in simulation exercises, self-diagnosis, competency-based rating scales, or observing role models or superior performance, they may discover their own need to learn and value what the program has to offer.

5. Adults enter into a learning experience with a task-centered (or problem-centered or life-centered) orientation to learning, rather than a subject-centered approach. Adult learning focuses around content which supports the successful completion of tasks. If the trainer structures the entire program around tasks, problems, and life situations, the participants will see the program as much more relevant to their lives and they will learn the content with the intention of using it.
6. Adults are motivated to learn by both extrinsic and intrinsic motivators. The problem (or challenge) is that the learner may not be motivated to learn what we want to teach them. It is important, therefore, to develop in the group the need to know. Motivation may be achieved by appealing to job advancement, broadened responsibilities, and life enrichment.

Implications for Practice

1. Climate setting. A prerequisite for effective learning is the establishment of a climate that is conducive to learning. One aspect of this is the "institutional climate." Among the questions that might be raised regarding institutional climate are:
 - Do the policy statements of the institution convey a deep commitment to the value of (management) development in the accomplishment of its mission?
 - Does the budget provide adequate resources for the support of these efforts?
 - Are the human resources development (HRD) staff involved in the decision-making process regarding personnel policies and programs?
 - Are adequate facilities provided?



- Does the reward system of the institution give credit for the achievement of personal growth on the parts of the individuals and their supervisors/managers?

Other factors include:

- A climate of mutual respect. People are more open to learning if they feel respected. Call them by name. Acknowledge things about them that will enable others to see them as unique human beings, e.g., special knowledge, skill, etc., and any questions, problems, or concerns they are hoping will be dealt with in the program. This can be facilitated through small groups with one person reporting out a summary for their table.
 - A climate of collaborativeness rather than competitiveness. The small group exercise just mentioned causes the participants to start seeing themselves as mutual helpers rather than rivals.
 - A climate of supportiveness rather than judgmentalness. Be supportive in your own behavior and establish group exercises which encourage peer-support relationships.
 - A climate of mutual trust. Emphasize who you are as a human being rather than as an expert.
 - A climate of fun. Learning should be one of the most joyful things we do. Be natural and spontaneous in your use of humor.
 - A human climate - Learning is a human activity; training is for dogs and horses. Take care of their human needs, comfortable chairs, frequent breaks, adequate ventilation and lighting, availability of coffee, cold drinks, and the like. *The first question is, "What procedures should I use with this particular group to bring these conditions into being?"*
2. Creating a mechanism for mutual planning. People tend to feel committed to a decision or activity to the extent that they have participated in making the decision or planning the activity. The reverse is even truer. People are uncommitted to the extent they feel that the decision or activity is being imposed on them without them having a chance to influence it. The fullest participation is achieved through the use of learning contracts, in which the learners develop their own learning plans. *The second question is, "What procedures will I use to involve the learners in planning?"*
 3. Diagnosing the participant's learning needs. These needs are an important source of goals form total program. In a particular training event, a learning need is not a need unless it is so perceived by the learner. One of the highest arts in adult education is helping learners become aware of their-training needs



and translate them into learning needs. Some tools to help in this endeavor include self-diagnostic procedures such as simulation exercises, assessment centers, competency-based rating scales, and videotape feedback. *The third question is, "What procedures will I use to help participants diagnose their own learning needs?"*

4. Translating learning needs into objectives. Having diagnosed their learning needs, participants now face the task of translating them into learning objectives - positive statement of direction-of growth. Some kinds of learning are so complex that they are best stated in terms of direction of improvement. *The fourth question is, "What procedures can I use to help participants translate their learning needs into learning objectives?"*
5. Designing and managing a pattern of learning experiences. Having formulated the learning objectives, the adult educator must now design a plan for achieving them. The plan will identify the resources appropriate to each objective and the most effective strategy for using them. It will include a mix of total group experiences, subgroup experiences, and individual learning experiences. Key criteria for design is, how deeply involved are the participants in the mutual process of designing and managing a pattern of learning experiences. *The fifth question is, "What can I do to involve the learners with me in designing and managing a pattern of learning experiences?"*
6. Evaluating the extent to which the objectives have been achieved. Recent trends in evaluative research place increasing emphasis on subjective or qualitative evaluation, i.e., finding out what is really happening inside the participants and how differently they are performing in life. *The sixth question is, "What procedures can I use to involve the learners responsibly in evaluating the accomplishment of the learning objectives."*

By answering these six questions, the learning facilitator emerges with a process design - a set of procedures for facilitating the acquisition of content by the learners.

Not Andragogy versus Pedagogy

All of the above is fine but we must understand that determining the "best" instructional methods is not a matter of saying that Andragogy (adult learning theory) is better than Pedagogy (one-way instruction in subject matter as given to children). In fact, Pedagogy is a realistic approach in those situations in which the content is totally strange to the learners or in which precise psychomotor skills are involved. But even in these situations, elements of the "adult learning" model, such as climate setting, would certainly enhance the learning.

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SPEC: TRAINING OFFICER

CALIFORNIA STATE PERSONNEL BOARD

SPECIFICATION

TRAINING OFFICER

Series Specification

(Established December 19, 1968)

SCOPE

Classes in this series are used to direct training activities for State agencies and perform related staff work. Training goals are achieved through consultation, program design, and direct conduct of training courses and conferences. Typical training programs include top and middle management development, comprehensive supervisory training, individual employee development plans, professional and technical training, specialized training, and comprehensive orientation programs.

FACTORS AFFECTING POSITION ALLOCATION

Scope of training responsibility, complexity of work, independence of action and decision, supervision given and received, size of subordinate staff, and size of the client group. The size of staff and client group (indicated in relative terms, such as small or large) are not considered an absolute criterion in allocating positions. Where staff size is small, greater emphasis is placed on the scope and complexity of the training program. Other factors which enter into level determination are the existence of or management support for training programs, variety of agency programs including continuing organization and program change, geographical dispersion, and variety of occupational groups served.

Schem Code	Class Code	Class
LC30	5197	Training Officer I
LC25	5194	Training Officer II
LC20	5196	Training Officer III

ENTRY LEVELS

Entry into this series is typically through either the Staff Services Analyst class or other disciplines which provide experience in the training field.

DEFINITION OF LEVELS

TRAINING OFFICER I - Under general direction, either (1) in a small department to plan, organize, and conduct training programs of average complexity; or (2) in a large department, to organize, develop, coordinate, and conduct a major segment of a complex training program. Training Officer I positions perform the more responsible, varied and difficult training work and are assigned full journeyman responsibilities requiring independence of action. Positions in this class may act as lead person.



TRAINING OFFICER II - Under general direction, either (1) in a medium-sized department with a training program of average complexity, to plan, organize and conduct the total departmental program; or (2) in a large department, under the direction of a higher level Training Officer, to supervise a training unit responsible for a major segment of a complex training program. Training Officer II positions perform the most sensitive and difficult work and supervise a training staff.

TRAINING OFFICER III - Under general direction, either (1) in a large department with a complex and diverse training program to plan, organize, and conduct the total departmental training program; or (2) in the largest departments under general direction of a higher level Training Officer to plan, direct, organize, and review the work of a large group of trainers performing a variety of complex training functions. this type of assignment is possible only in the most complex and largest training programs.

Training Officer III positions serve as direct consultants to top management on training matters and provide program direction and consultation of the most sensitive and complex nature.

MINIMUM QUALIFICATIONS

TRAINING OFFICER I

Experience applicable to one of the following patterns may be combined on a proportional basis with experience applicable to the other pattern to meet the total experience requirements, provided that the combined qualifying experience totals at least 30 months. Education may not be used to reduce this 30-month limit.

Either I

One year of experience in the California state service performing the duties of a Staff Services Analyst, Range C. (Persons applying experience toward this pattern must have had an assignment in California state service planning, organizing, conducting and evaluating employee training programs in a variety of subjects.)

Or II

Experience: Three years of experience in planning, organizing, conducting, and evaluating employee training programs covering a variety of subjects. (Experience in California state service applied toward this pattern must include one year of experience performing duties comparable in level of responsibility to those of a Staff Services Analyst, Range C.)

and

Education: Equivalent to graduation from college. (Additional qualifying experience may be substituted for the required education on a year-for-year basis.)

(Promotional candidates who are within six months of satisfying the experience requirement for this class will be admitted to the examination, but they must fully meet the experience requirement before being eligible for appointment.)



TRAINING OFFICER II

Experience applicable to one of the following patterns may be combined on a proportional basis with experience applicable to the other pattern to meet the total experience requirements.

Either I

In the California state service, (1) one year of experience performing the duties of a Training Officer I or Personnel Training Consultant; or (2) one year of experience performing duties of a class comparable in level of responsibility to those of Training Officer I in technical or administrative personnel work which includes responsibility for planning, directing, and evaluating training programs.

Or II

Experience: Four years of experience in planning, organizing, and directing employee training programs covering a variety of subjects. (Experience in California state service applied toward this requirement must include at least one year performing duties comparable in level of responsibility to those of Training Officer I.)

and

Education: Equivalent to graduation from college. (Additional qualifying experience may be substituted for the required education on a year-for-year basis.)

TRAINING OFFICER III

Experience applicable to one of the following patterns may be combined on a proportional basis with experience applicable to the other pattern to meet the total experience requirements.

Either

In the California state service, either (1) one year of experience performing the duties of a Training Officer II, or (2) two years of experience performing the duties of a Training Officer I or Personnel Training Consultant or (3) two years of experience performing duties comparable in level of responsibility to those of Training Officer I in technical or administrative personnel work which includes responsibility for planning, directing, and evaluating training programs.

Or II

Experience: Five years of experience in planning, organizing, and directing employee training programs covering a wide variety of subjects. At least one year of this experience shall have included responsibility for supervision of professional trainers. (Experience in California state service applied toward this requirement must include at least one year performing duties comparable in level of responsibility to those of Training Officer II or two years performing duties comparable in level of responsibility to those of Training Officer I.) (One year of graduate work in public or business administration, industrial relations, psychology, or a related field may be substituted for six months of the require general nonsupervisory training experience.)

and

Education: Equivalent to graduation from college. (Additional qualifying experience may be substituted for the required education on a year-for-year basis.)



KNOWLEDGE AND ABILITIES

ALL LEVELS:

Knowledge of: Principles and methods of employee training, counseling, and group leadership; training resources and equipment; analytical and statistical methods; principles of verbal and written expression; principles of public administration.

Ability to: Plan, organize, conduct, and evaluate training programs; analyze data and situations accurately and adopt an effective course of action; speak, write, and lead conferences effectively.

TRAINING OFFICER II

TRAINING OFFICER III

Knowledge of: All of the above, and principles and techniques of planning and directing long-range comprehensive management development and training programs; public organization and management theory; methods and sources of financing training programs; and principles and techniques of supervision and administration; department's Affirmative Action Program objectives; a manager's role in the Affirmative Action Program and the processes available to meet affirmative action objectives.

Ability to: All of the above, and direct and supervise others in training or related functions; effectively and creatively develop and utilize management and organization resources toward comprehensive long-range training programs; effectively represent management development and training before governmental executives, legislators, and private industry representatives.

CLASS HISTORY

Class	Date Established	Date Revised	Title Changed
Training Officer I	5/21/54	12/19/79	
Training Officer II	2/19/68	12/19/79	
Training Officer III	9/28/46	12/19/79	2/19/68



Possible Duties

Training Manager

The manager has the responsibility to plan, organize, staff, direct, and control the activities of a training and development unit to meet the organizational and training goals of the department.

Training Supervisor

A supervisor plans, directs, and controls the performance of a staff of trainers doing assigned training projects.

Trainer

A trainer designs/develops training programs; selects and uses audio/visual aids; instructs, coordinates, consults, and evaluates

Knowledge and Skills

Plan

Formulate training policy; establish measurable objectives for the unit; prepare a training budget; prepare a training and development plan which is required by regulation (see appendix) which identifies and schedules what training and development will occur, why it will be conducted, in what sequence (when, by whom, for whom, by what methods), cost and expected results; determine and allocate resources to implement the training plan.

Organize

Establish a training organization which identifies responsibilities and authority; identify staffing needs of the unit (write position descriptions identifying skills and knowledge of desired personnel.)

Staff

Recruit, interview, and select personnel in accordance with State and departmental procedures and standards; assess training and development needs of staff; provide training and development to staff.

Direct

Assign projects and tasks indicating who, what, when, where, why; provide recognition, rewards, and discipline; establish standards of performance for subordinates.

Control

Use appraisals to evaluate the performance of subordinates; measure subordinate's performance against preselected standards; establish control techniques to evaluate unit's planned objectives; establish an evaluation system that measures the effectiveness and efficiency of training and development programs; establish a reporting system to meet departmental needs.



Communicate

Communicate with subordinate staff, peers, and supervisors; consult with management on identified training needs and provide recommendations; establish liaison with other organizational units.

Supervise

Establish standards of performance for subordinates; measure subordinates' performance against the preselected standards; apply motivational principles and/or techniques.

Train

Train and develop subordinates in the skills necessary to function in designing/developing training courses, instructing course, selecting and using audio/visual materials, coordinating training, consulting on training, and evaluating training.

Plan

Establish measurable objectives for training projects assigned to work unit.

Control

Establish techniques to monitor assigned training projects.

Design/Develop

To design/develop training programs requires the ability to:

- Analyze-assess differences(s) between actual and desired job performance; conduct a task analysis; and identify the entrance skills and knowledge of trainees.
- Design-write course objectives which contain performances, standards, and conditions; write criterion tests which support the objectives; select the sequence of course instructions; determine the appropriate method, length, and environment for course instruction; and determine the appropriate media for course instruction.
- Construct-prepare lesson plans which contain, (at a minimum, objectives to be covered, listing of audio/visual aids, handouts, etc.), to be used, major performance, written, and/or programmed learning materials which measure the course objectives; prepare manuals contain instructions for the trainee to follow, objectives of the materials, sufficient reading or exercise materials to support the course objectives, and self-evaluation points to measure the objectives.
- Validate-ensure that the following items support the objectives of the course: documents (lesson plans, programmed texts, tests, critique forms), resources (handouts, audio/visual aids, supplies, projectors).

Select and Use Audio/Visual Aids

To select and use audio/visual aids requires the ability to:

- Evaluate-cite the advantages and/or disadvantages and relative costs in using various instructional media, including: still pictures, motion pictures, television,



graphics, audio recordings, simulations, programmed texts, movies, and video tape/DVD recordings.

- Operate-use audio/visual equipment including video tape recorders, projectors, cameras, and other classroom equipment.
- Instruct-instructing requires the ability to achieve the course objectives; use various training methods, including lecture, films, field trips, programmed instruction, conference techniques, case and incident method, demonstration, role playing, simulation and in-basket, and direct experience; present subject matter, using aids such as chalkboards, easel pads, video and DVD, power point presentations, models, mock-up, tape recorders, written materials (textbooks, manuals, outlines, pamphlets, etc.), and graphics (maps, posters, cartoons, graphs, diagrams, pictures, etc.).
- Coordinate-to coordinate requires the ability to match individual needs to a specified training course, complete required attendance and schedule forms, select and schedule necessary training facilities, maintain records, and locate and use training resources.

Consult

To consult requires the ability to:

- Analyze and apply – conduct needs assessment; use various organization development techniques, including team building, problems solving, inter-group meetings, conflict resolution, behavior modeling, and Management-by-Objectives (MBO).
- Advise-negotiate with management and staff; recommend resources and strategies that can applied to improving organizational effectiveness and meeting training needs.

Evaluate

Evaluating requires the ability to select an appropriate evaluation technique to measure reactions of trainees to the course; test for skills and knowledge (for application on the job); and assess the effectiveness and efficiency of instructors and media.



TRAINERS! LOOK WE HAVE OUR OWN WEB SITE

CALIFORNIA NETWORK OF LEARNING PROFESSIONALS (CNLP)

Mission Statement

We, the California Network of Learning Professionals,
are working together to design the future.
Together, we will see the day when each employee
makes a difference for our citizens.

<http://statetraining.ca.gov/>

This page provides information for California State government training professionals and anyone else interested in training the state workforce.

What is on the web site:

► California Network of Learning Professional's Meetings

- Contacts and communication
- Links to Assist Government Trainers in the Performance of their Duties
- Library Resources for Trainers
- Useful Documents for Training Professionals
- And much more....



California Law consists of 29 codes, covering various subject areas, the [State Constitution](#) and [Statutes](#). Information presented reflects laws currently in effect. All California Codes have been updated to include the 2005 Statutes.

To display the Table of Contents for a code, select a code and click on Search.

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| <input type="checkbox"/> Business and Professions Code | <input type="checkbox"/> Civil Code |
| <input type="checkbox"/> Code of Civil Procedure | <input type="checkbox"/> Commercial Code |
| <input type="checkbox"/> Corporations Code | <input type="checkbox"/> Education Code |
| <input type="checkbox"/> Elections Code | <input type="checkbox"/> Evidence Code |
| <input type="checkbox"/> Family Code | <input type="checkbox"/> Financial Code |
| <input type="checkbox"/> Fish and Game Code | <input type="checkbox"/> Food and Agricultural Code |
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<http://www.leginfo.ca.gov/calaw.html>

TRAINING (including new supervisor training)

19995. (a) The department shall devise plans for and cooperate with appointing powers and other supervising officials in the conduct of employee training programs so that the quality of service rendered by persons in the state civil service may be continually improved. (b) If the provisions of this section are in conflict with the provisions of a memorandum of understanding reached pursuant to Section 3517.5, the memorandum of understanding shall be controlling without further legislative action, except that if such provisions of a memorandum of understanding require the expenditure of funds, the provisions shall not become effective unless approved by the Legislature in the annual Budget Act.

19995.1. For the purpose of meeting the needs of the state service for continuing employee educational development, the upgrading of employee skills, and improving productivity and quality service, the department may prescribe regulations and conditions for the administration of this chapter. The conditions prescribed by the department may include, but not be limited to, the requirements that the training shall be cost-effective, of value to the state, and relevant to the employee's career development in state service. The department may further prescribe the conditions under which an employee may be required to reimburse the state for the costs of out-service training in the event he or she fails to remain in state service for a reasonable time after receiving the training. If the provisions of this section are in conflict with the provisions of a memorandum of understanding reached pursuant to Section 3517.5, the memorandum of understanding shall be controlling without further legislative action, except that if the provisions of a memorandum of understanding require the expenditure of funds, the provisions shall not become effective unless approved by the Legislature in the annual Budget Act.

19995.2. (a) To such extent as practicable and within available resources for this purpose, the appointing power shall arrange for such counseling and training of employees as may be reasonably needed to prepare them for placement in other state civil service positions when their positions have been or are about to be changed substantially or eliminated by automation, technological changes, or other management-initiated changes and the department shall devise plans for and cooperate with appointing powers and other supervising officials in the administration of counseling, training, and placement programs for employees so affected. (b) If the provisions of this section are in conflict with the provisions of a memorandum of understanding reached pursuant to Section 3517.5, the memorandum of understanding shall be controlling without further legislative action, except that if such provisions of a memorandum of



understanding require the expenditure of funds, the provisions shall not become effective unless approved by the Legislature in the annual Budget Act.

19995.3.(a) The department and the Department of Rehabilitation shall jointly formulate procedures for the selection and orderly referral of disabled state employees who can be benefited by rehabilitation services and might be retrained for other appropriate positions within the state service. The Department of Rehabilitation shall cooperate in devising training programs for the disabled employees. (b) If the provisions of this section are in conflict with the provisions of a memorandum of understanding reached pursuant to Section 3517.5, the memorandum of understanding shall be controlling without further legislative action, except that if such provisions of a memorandum of understanding require the expenditure of funds, the provisions shall not become effective unless approved by the Legislature in the annual Budget Act.

19995.4.(a) The department shall devise plans for, and cooperate with appointing powers in the conduct of, supervisory employee training programs so that the quality of supervisory services rendered by persons in those positions may be continually improved. (b) Each supervisory employee, upon the employee's initial appointment to a designated supervisory position, shall be provided a minimum of 80 hours of training, at least 40 hours of which shall be structured and be provided by a qualified instructor. The training shall consist of the role of the supervisor, techniques of supervision, planning, organizing, staffing and controlling, performance standards, performance appraisal, affirmative action, discipline, labor relations, employment law relating to persons with disabilities, and grievances. Every supervisor shall have access to a copy of each bargaining agreement covering the employees he or she supervises. The additional 40 hours of training may be provided on-the-job by a qualified higher level supervisor or manager. (c) The entire 80 hours of training shall be completed within the term of the probationary period or within 12 months of appointment to a supervisory classification. The training shall be completed within the term of the probationary period unless it is demonstrated that to do so creates additional costs or that the training cannot be completed during the probationary period due to the limited availability of training courses.

SEXUAL HARASSMENT PREVENTION

12950.1.(a) By January 1, 2006, an employer having 50 or more employees shall provide at least two hours of classroom or other effective interactive training and education regarding sexual harassment to all supervisory employees who are employed as of July 1, 2005, and to all new supervisory employees within six months of their assumption of a supervisory position. Any employer who has provided this training and education to a supervisory employee after January 1, 2003, is not required to provide training and education by the January 1, 2006, deadline. After January 1, 2006, each employer covered by this section shall provide sexual harassment training and education to each supervisory employee once every two years. The training and education required by this section shall include information and practical guidance regarding the federal and state statutory provisions concerning the prohibition against and the prevention and correction of sexual harassment and the remedies available to



victims of sexual harassment in employment. The training and education shall also include practical examples aimed at instructing supervisors in the prevention of harassment, discrimination, and retaliation, and shall be presented by trainers or educators with knowledge and expertise in the prevention of harassment, discrimination, and retaliation. (b) The state shall incorporate the training required by subdivision (a) into the 80 hours of training provided to all new supervisory employees pursuant to subdivision (b) of Section 19995.4 of the **Government Code**, using existing resources. (c) For purposes of this section only, "employer" means any person regularly employing 50 or more persons or regularly receiving the services of 50 or more persons providing services pursuant to a contract, or any person acting as an agent of an employer, directly or indirectly, the state, or any political or civil subdivision of the state, and cities. (d) Notwithstanding subdivisions (j) and (k) of Section 12940, a claim that the training and education required by this section did not reach a particular individual or individuals shall not in and of itself result in the liability of any employer to any present or former employee or applicant in any action alleging sexual harassment. Conversely, an employer's compliance with this section does not insulate the employer from liability for sexual harassment of any current or former employee or applicant. (e) If an employer violates the requirements of this section, the commission shall issue an order requiring the employer to comply with these requirements. (f) The training and education required by this section is intended to establish a minimum threshold and should not discourage or relieve any employer from providing for longer, more frequent, or more elaborate training and education regarding workplace harassment or other forms of unlawful discrimination in order to meet its obligations to take all reasonable steps necessary to prevent and correct harassment and discrimination.

UPWARD MOBILITY

19400. It is the intent of this article to aid the implementation of affirmative action programs in state agencies and departments by creating an effective upward mobility program for state employees concentrated in low-paying occupations. An upward mobility program is one in which career opportunities are developed, published and assistance provided which will allow employees in low-paying occupations to develop and advance to their highest potential. Because of the large percentage of women and minorities concentrated in these occupations such a program will help the state meet its affirmative action goals.

19401. All departments and agencies of state **government** shall establish an effective program of upward mobility for employees in low paying occupational groups, as defined by the State Personnel Board. In developing their upward mobility programs, departments and agencies shall endeavor to provide, to the greatest extent possible, the following opportunities for employees who meet criteria established by the department or agency, demonstrate the aptitude or potential for advancement, and wish to participate in: (a) Career counseling utilizing individual professional, administrative, and technical employees who can serve as career models, and a course in group career counseling. Each employee who wishes to participate in an upward mobility program should be required to develop a career development plan. (b) Appropriate academic counseling. (c) Training opportunities such as college programs related to



special training programs. This training may include release time at reduced cost or no cost to the employee and may be offered in geographically remote areas through cooperative arrangements with other departments and colleges. (d) Training and development assignments. (e) On-the-job training. (f) Job restructuring, including the development of career ladders and lattices, and modifications of requirements where employment barriers exist.

19402. All upward mobility programs shall include annual goals that include the number of employees expected to progress from positions in low paying occupational groups to entry-level technical, professional, and administrative positions, and the timeframe within which this progress shall occur. The State Personnel Board shall be responsible for approving each department's annual upward mobility goals and timetables. Any department or agency of state **government** that determines that it will be unable to achieve the goals may request the board for a reduction in the goals. If the board determines that the department or agency has not made a good faith effort to achieve the goals, the board shall hold public hearings to determine the reasons for the deficiencies and to establish a program to overcome these deficiencies.

19403. The State Personnel Board shall, in cooperation with departments, establish bridging classifications and career ladders to provide upward mobility from jobs in low paying occupations to technical, professional, and administrative jobs on an ongoing basis.

19405. The State Personnel Board shall annually submit a report to the Legislature on the performance of each department and agency in state **government** in meeting its obligations under this article.

19406. The State Personnel Board shall prepare written guidelines for implementation of the upward mobility program described in this article within six months from the effective date of this article. The board shall involve representatives from a cross section of groups and organizations representing state employees, including target groups, both in the initial discussion and in the subsequent preparation of the guidelines.



MORE LAWS, RULES AND REGULATIONS

Department of Personnel Administration Rules on Training (also known as) California Code of Regulations Title 2. Administration Chapter 3. Department of Personnel Administration Article 17. Training

599.815. Purpose

This article provides the basic structure for a State training program to promote a capable, efficient and service-oriented workforce by developing employees' skills and abilities through effective, quality training programs. If the provisions of this article are in conflict with the provisions of a memorandum of understanding, the memorandum of understanding shall be controlling.

Note: Authority cited: Sections 19815.4(d) and 19995.1, Government Code. Reference: Sections 19995 and 19995.1, Government Code.

599.817. Definitions.

(a) Training. Training is the process whereby State employees, either individually or in groups, participate in a program of instruction (with lesson plan, instructor, or instructional device) to acquire skills and knowledge for their current or future job performance.

(b) Job-Required Training. Job-required training is designed to assure satisfactory performance in a current assignment. This includes orientation training, training made necessary by new assignments or new technology, refresher training for the maintenance of ongoing programs, safety training, and training mandated by law or other State authority.

(c) Job-Related Training. Job-related training is designed to increase efficiency and effectiveness and improve performance above the level of competency established for a specific job assignment.

(d) Upward Mobility Training. Upward mobility training is designed to provide career movement opportunity for employees within classifications designated as upward mobility per Government Code Sections 19400 and 19401.

(e) Career-Related Training. Career-related training is designed to assist in the development of career potential and is intended to help provide an opportunity for self-development while also assisting in the achievement of a department's or the State's mission. Career-related training may be unrelated to a current job assignment.

(f) Individual Development Plan. An Individual Development Plan is any written plan describing training or development programs in which the approved by the employee's supervisor.

Note: Authority cited: Sections 19815.4(d) and 19995.1, Government Code. Reference: Section 19404(c), 19995 and 19995.1, Government Code.

599.818. Training Policy, Plan and Evaluation.

(a) To ensure that training resources are utilized effectively, the appointing power shall establish a training policy, which shall include all categories of training as defined in Section 599.817, and shall specify the amount of payment and release time allowed for training.

(b) The appointing power shall develop an annual training plan which identifies



organizational problems and goals that should be resolved or accomplished through training, appropriate training methods to assure program effectiveness and efficiency, and training target populations to be served by training programs. The training plan should also estimate training costs and establish criteria for evaluating training programs.

(c) The appointing power shall evaluate its training programs to determine if training activities are meeting the needs of the organization and its employees and training resources are properly allocated. In addition, each specific training program shall be evaluated to ensure that the course content supports the course objectives and that the training is appropriate for the intended purpose.

(d) Training policies, plans and evaluation methods may be reviewed by the Department to provide assistance and guidance and to resolve conflicts which may occur.

Note: Authority cited: Sections 19815.4(d) and 19995.1, Government Code. Reference: Sections 19995 and 19995.1, Government Code.

599.819. Reimbursement for Training Expense

(a) In assigning individuals to attend training, the appointing power shall establish policies regarding reimbursement for training expenses. Such policies must provide for the following:

(1) When participation is identified by the appointing power as job-required, full reimbursement shall be provided for tuition and other necessary expenses, including the allocation of time with pay.

(2) When participation is identified by the appointing power as job-related, full reimbursement may be provided for tuition and other necessary expenses, including the allocation of time with pay.

(3) When an employee participates in career-related or upward mobility training, with the approval of the appointing power, reimbursement may be for tuition, books, and supplies. Reimbursement for travel and per diem shall not be allowed. Reimbursement for such training may be made only if the employee has successfully completed all course requirements as specified by the training provider.

(4) For full-time training of more than 60 days, the appointing power may require the employee to agree in writing to reimburse the State for tuition and other expenses paid by the State if, after completion of the training assignment, the employee does not continue employment in State service for a period of six months or twice the period of training, whichever is greater. Such reimbursement shall be made within two years after separation from State service and shall be for an amount proportionate to the specified period of service not completed.

(b) If the provisions of this rule are in conflict with specific training reimbursement provisions contained in a memorandum of understanding, the memorandum of understanding shall be controlling.

Note: Authority cited: Section 19815.4(d) and 19995.1, Government Code. Reference Sections 19404(c), 19995 and 19995.1, Government Code.



CALIFORNIA CODE OF REGULATIONS

2 CA ADC § 599.635

2 CCR s 599.635

Cal. Admin. Code tit. 2, s 599.635

BARCLAYS OFFICIAL CALIFORNIA CODE OF REGULATIONS TITLE 2.
ADMINISTRATION DIVISION 1. ADMINISTRATIVE PERSONNEL CHAPTER 3.
DEPARTMENT OF PERSONNEL ADMINISTRATION SUBCHAPTER 1. GENERAL
CIVIL SERVICE RULES ARTICLE 2. TRAVELING EXPENSES

This database is current through 03/24/06, Register 2006, No. 12. .

s 599.635. Attending Conventions, Conferences, or Business Meetings.

(a) All regulations governing short-term travel and subsistence allowances will apply except employees may be reimbursed for actual subsistence expenses, supported by voucher, when the convention or conference is planned and arranged by a non-state agency if such expenses are beyond the control of the employees.

(b) Registration fees will be allowed except for conventions or conferences called by a state agency for the dissemination of information to its own employees. Reimbursement for registration fees exceeding \$50 must be approved by the department head or delegated representative.

(c) Where more than two individuals (officers or employees) from the same department are attending the same convention or conference, each claim must be approved by the department head or delegated representative. This requirement does not apply to a convention or conference called by a state department for purposes of instruction or dissemination of information to its own officers or employees.

(d) Exceptions to these regulations may be approved in advance by the Department of Personnel Administration.

Note: Authority cited: Sections 19815.4(d), 19816 and 19820, Government Code.

Reference: Section 11030, Government Code.

HISTORY

1. New section filed 2-9-84 (corrected copy refiled 2-27-84); effective thirtieth day thereafter (Register 84, No. 8).

2. Editorial correction of HISTORY NOTES printed in error in Register 84, Nos. 8 and 12 (Register 84, No. 15).

3. Editorial correction of History 1 (Register 95, No. 37).

2 CA ADC s 599.635



MORE SOURCES FOR INFORMATION

State Administrative Manual <http://sam.dgs.ca.gov/default.htm>

List of Bargaining Units <http://www.dpa.ca.gov/collbarg/listofbu.shtm>

- Bargaining Unit contracts <http://www.dpa.ca.gov/collbarg/contract/bumenu.shtm>



GLOSSARY

Audio/Visual Media	Those things which communicate information through human sight and/or sound sensors; for example, 1 6mm motion picture films, projected slides and transparencies, tape recordings, disc recordings, charts, maps, objects, specimens and the like items.
Behavior Modeling	Methods of influencing behavior, mainly through application of reinforcement and modeling principles.
Brainstorming (Problem Census or Laundry List)	The problem census simply requires the trainer to ask for and list all problem areas given him by the students. The problems, once listed, are then discussed individually; and it is mandatory that the trainer cover each at one point or another during the conference. One cardinal sin is to record problems and then not discuss them.
Career Development Plan	A plan written for an individual employee describing his/her personal training and development program approved by the employee's supervisor.
Case Method	In the case method, the training centers on a specific case which has been designed to cover the need areas of the participants. Adopted from the system used to train law students, the case method requires that the trainee be supplied with the background information of a situation (e.g., a discipline case). The student is told to analyze and discuss the problem. By listening to other comments, the student is able to evaluate his own approach and draw conclusions about its effectiveness.
Conditions	A statement that describes what is presented to the student to accomplish the specified action.
Conference Technique	Conference technique is a broad term used to identify a series of group leadership and training techniques. Among these are: <i>Guided Discussion; Risk Technique; Brainstorming (Problem Census or Laundry List; Subgroup and Other Problem-Solving Conference Techniques; and Free Discussion.</i> (All techniques are included in this glossary).
Costs	For budgetary purposes, training costs are defined as those direct departmental expenditures that can easily be captured by a department's accounting system and are not included elsewhere in a department's budget as distinct line items (e.g.,



salaries, per diem, duplication, facilities, etc.). Training costs, therefore, would include only:

- Course tuition and/or consultant fees
- Course materials. Those expendable items (books, tools, etc.) needed for a specific course that will be used and become the property of the student (Usual operating supplies, such as pencils, paper, etc., will not be included.)

Criterion Test	Test to determine if behavior as reflected in performance objectives has been acquired. It may involve multiple-choice items, fill-in items, essays, or actual performance of a task. If given immediately after learning sequences, it is test of acquisition; if given considerably later, it is a retention test; if it requires performance not specifically learned during instruction, it is a transfer test.
Demonstration	As the name implies, this method requires a demonstration of that which is being taught. It assumes that the learner can benefit from watching an expert perform, whether operating a lawn mover or electronic microscope. Obviously, a demonstration can only be used in training which requires some kind of performance, as the terminal behavior or an understanding of an operation that can be gained only through observation.
Evaluation	A procedure to determine the effectiveness of the performance of an instructional product or process.
Field Trips	A field trip is nothing more than a guided tour. The trainer generally escorts the students through or to the physical objects to be covered in the training (machine, mill, plan, offices, etc.) and lectures on their operation or function. The trainer may or may not encourage questions from the students. The field trip may include a practical demonstration of the object or objects of the tour.
Films/Videos	Films and videos, like the lecture method, are primarily "informational" in that they give information in a one-way flow and do not encourage participation. Motion pictures, however, tend to cause the viewer to identify with the characters. Not to be overlooked is the appeal to both the sense of hearing and sight.
Free Discussion	A "free discussion" is a discussion in which any subject of concern to the group can be examined by the group. This



technique aims at expressing and examining attitudes and values. Learning is purported to take place through understanding and clarifying the group members' fears, attitudes, and values. The group leader (trainer) assists in this process by remaining uninvolved personally; rather, he/she reflects individual feelings and attempts to help the group focus on hostilities, antagonisms, and anxieties. By keeping the atmosphere permissive, each member feels safe in expressing his/her concerns.

Guided
Discussion

When using the guided discussion, the trainer (or other group leader) guides or directs the discussion so that the group considers predetermined areas (in some cases, predetermined solutions). The trainer encourages participation, but maintains considerable control over the group. When discussing the specific matter of concern, the interchange of ideas among the participants and the introduction of material by the trainer result in learning.

Knowledge

Knowledge is not directly observable. It involves the use of mental processes which enable a person to use symbols. A person knows something when he/she shows he/she has used the symbols associated with it.

Lecture

A one-way flow of information from a speaker to an audience. The lecturer stands or sits in front of a group and speaks. He/she may or may not encourage questions from the audience and may or may not use audio/visual aids.

Media

A means for presenting instructional material to learners; for example, books, audiotapes, and filmstrips.

On-the-Job
Training (OTJ)

An alternative or complement to formal classroom training which is planned and conducted by a qualified individual, usually at the work site, either through the use of problems or situations or the more traditional "learn while you work" approach in which a work product is involved.

Performance

Demonstration of a skill or competence.

Performance
Objective

A statement that specifies precisely what behavior is to be exhibited, the conditions under which behavior will be accomplished, and the minimum standard of acceptable performance (also called behavioral or criterion referenced objective).



Post-test	A test administered after the completion of instruction to assess whether a student has mastered the objectives of the course or unit.
Pre-test	Administered prior to instruction to determine how much the student already knows.
Programmed Instructions	A method in which the material to be learned is broken down into its basic elements or steps and in which the student is required to master one step before moving on to the next, and may include self-paced, individualized instruction.
Risk Technique	A discussion method which begins the consideration of a problem by first exploring the concerns of group members about the problem. This method has been found to be highly effective in reducing expressed fears of group members by exploring their concerns. This method is particularly useful in "clearing the air" when fear, hostility, or other negative attitudes are expressed. It is important to note that the risk technique in itself does not qualify as a "training method" but rather as an aid to subsequent training. By making the student more receptive, the risk technique increases the effectiveness of positive training that follows. Generally, the risk technique works best when it is used spontaneously to handle expressed fears and concerns. Whenever the trainer expects the subject matter to initially cause negative reactions, he/she should be prepared to use the risk technique.
Role Playing	Role playing as a training tool is one of the best methods for training in areas such as: problems in human relations, interviewer training, testing problem solutions, and learning how to operate in a new role (e.g., pre-supervisory vs. supervisory roles). The technique requires that the participants take on a "character" and rather than learn lines, as actors might, react spontaneously to another individual or group. By playing the role e.g., a boss and a worker (reverse roles), each can gain insight into the conditions and problems associated with those roles and become more sensitive to these conditions when returned to their present roles.
Simulation	Simulation is defined as a duplication of real work tasks in a risk-free environment. This method attempts to duplicate, as accurately as possible, the actual work tasks which will be encountered by the trainee when he/she is on the job.



Because simulation so closely approximates the job, it is one of the methods most likely to result in transfer of learning. Suffice it to say that simulation is particularly applicable to training, which strives to integrate complex skills and to apply newly learned skills to real job problems.

Skills	Skills involve physical or manipulative activities. They often require knowledge for their execution. All skills are actions having special requirements for speed, accuracy, or coordination.
Standards	Describes the criterion of performance which must be attained.
Subgroup and Other Problem-Solving Conference Techniques	There are a large group of conference methods which are used primarily for problem solving. Among these are the "subgroup" and "task force" techniques. In both cases a large group of participants is broken up into smaller groups and assigned a problem or project to either discuss or research. Once this is done, each subgroup or task force appoints a spokesman to report back to the reassembled group. Learning takes place during the "reporting in" by the subgroup spokesman. These techniques, although considered training processes, are generally most effective when used as problem-solving tools.
Target Population	The persons for whom the instructional or training materials are designed. Samples from this population are used in evaluating instructional materials during their development
Task Analysis	Procedures for identifying the various elements that are essential to the accomplishment of a task. The typical task analysis identifies the conditions that require task initiation, sequencing of the elements of the task, and criteria for task completion (i.e., when to do it, how to do it, and how to tell when it is done).
Training	The process where employees, either individually or in groups, participate in a formalized program of instruction (with lesson plan, instructor, or instructional device) to acquire skills and knowledge for their current or future job performance.
Upward Mobility	A plan which establishes departmental upward mobility program goals and objectives. This plan includes objectives intended to facilitate movement of employees



from designated classes or job categories into other classes or job categories with increased career opportunities.

Validation

The process of developmental testing and revision of instruction to be certain that the instructional intent is achieved. The system is developed unit by unit and tested (or validated) on the basis of the criterion objectives prepared for each unit. Validation allows instructional designers to guarantee specified results. Validation is conducted in three phases:

- Individual Tryout - The course is presented to as many individuals (one at a time) as felt necessary to ascertain that the objectives are being fulfilled.
- Small Group Tryout - The course is presented to small groups of the target population (six to ten students per group).
- Operational Tryout - The course is administered under typical classroom conditions, using classroom instructors.